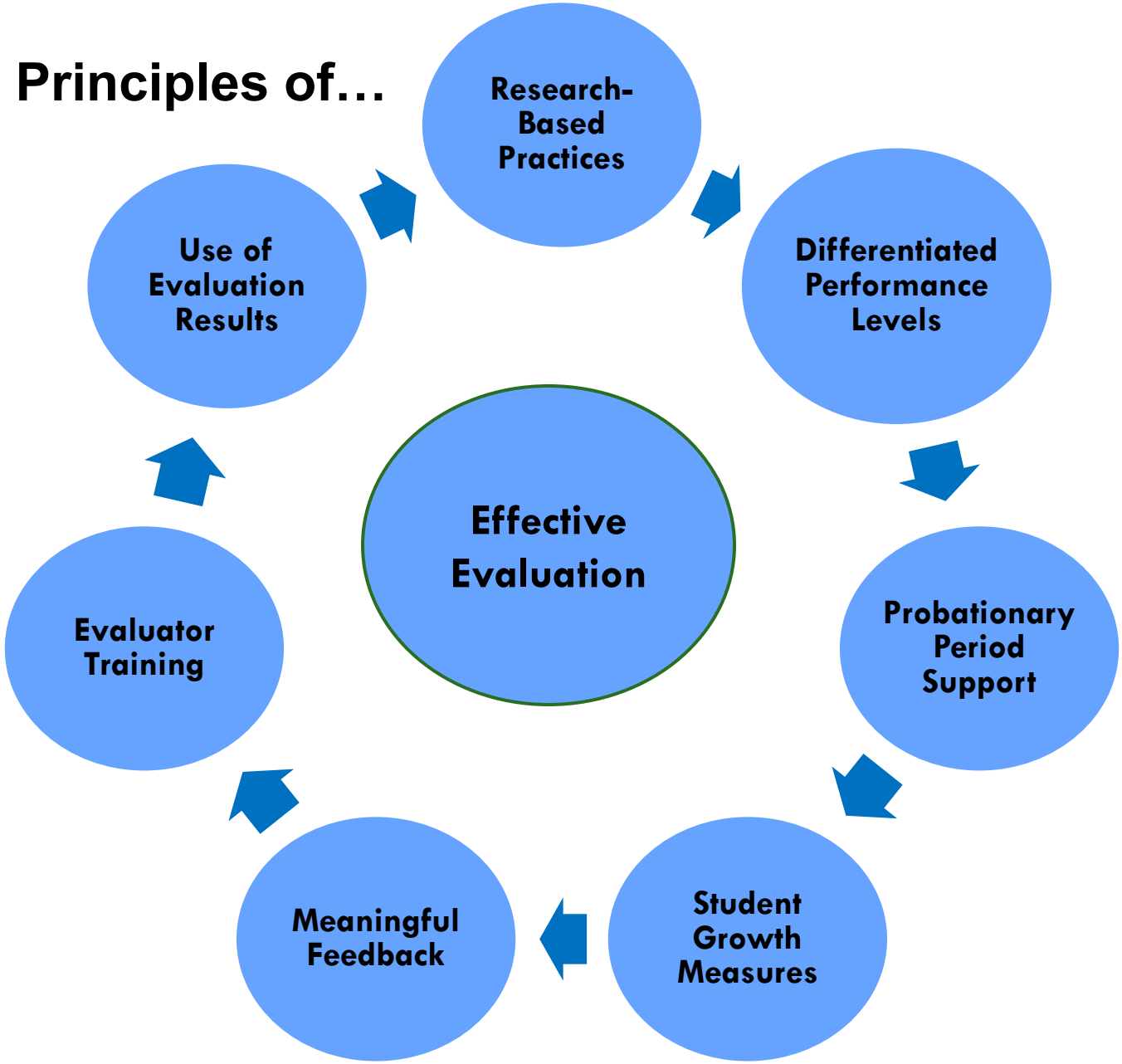
THE OFFICE OF EDUCATOR QUALITY

Charter School Administrative Summit

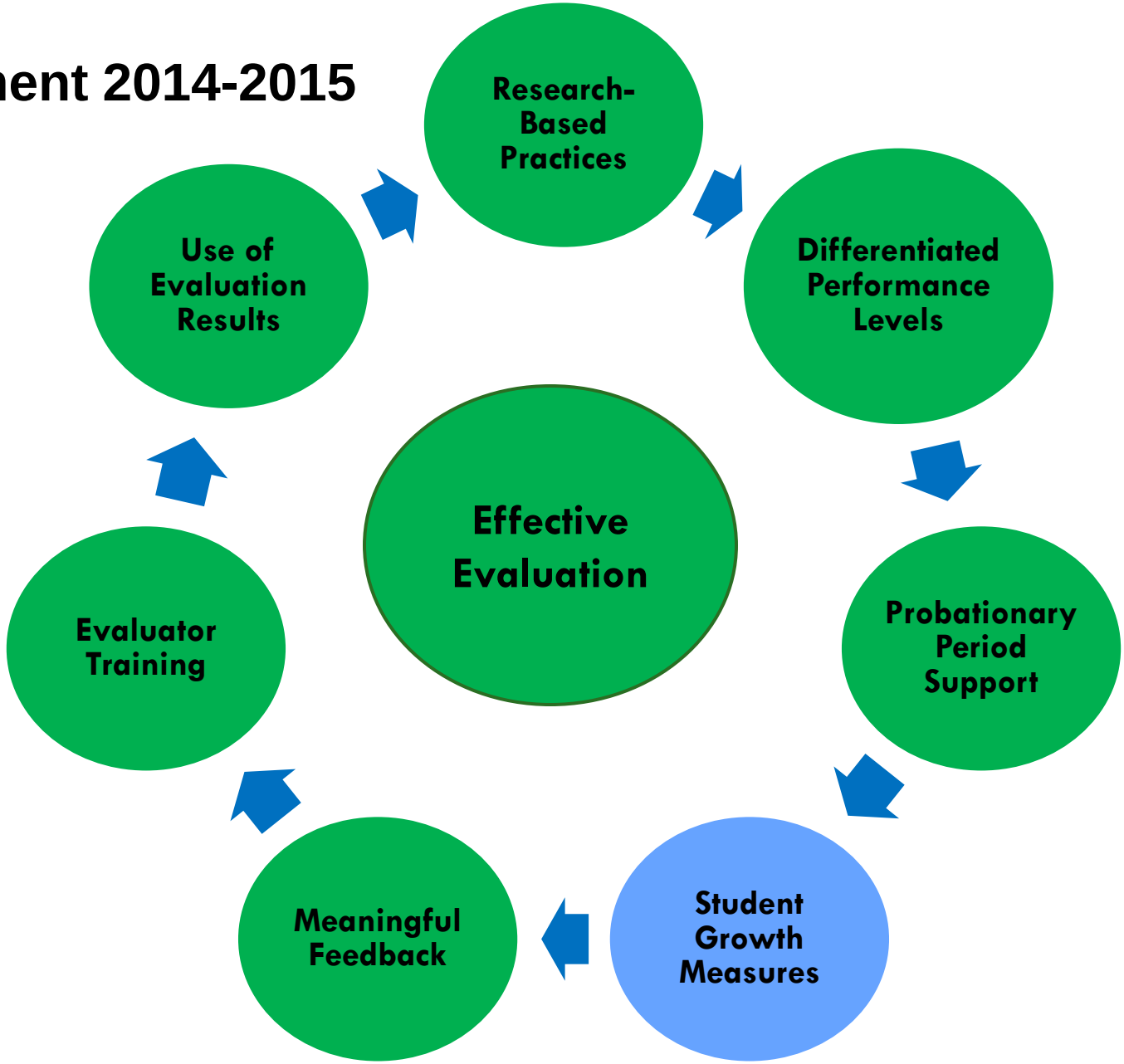
September 25, 2014

Missouri Department
of Elementary and Secondary Education

Essential Principles of…



Implement 2014-2015



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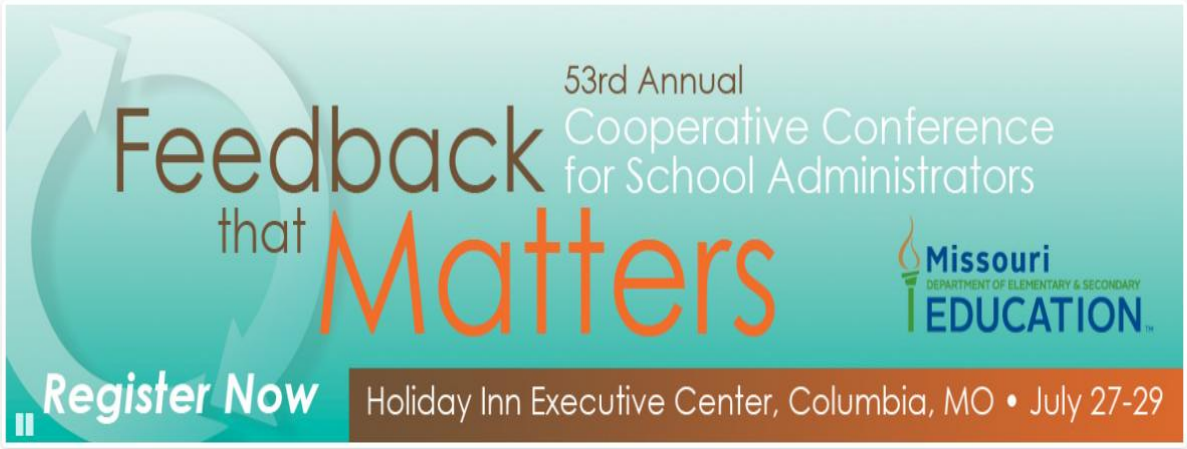

Administrative Memos

Educator Certification

Webinars

Topics Services Data Department

A-Z Index
See an alphabetical listing of education and secondary education topics.

MAP
Find Missouri Assessment Program news and updates, assessment calendar, resources and more.

Educator Evaluation
Explore how Missouri's Educator Evaluation System supports the development of teachers

MSIP
Review the Missouri School Improvement

News [See More News]

- Department Hires New Assistant Commissioner and Director of Legislative Outreach
- Dramatic Shift in Educator Evaluation Coming to Normandy
- Missouri a Leader in Improving Educator Preparation
- Normandy Board Holds First Meeting
- Normandy Governing Board Meets Today

Start

11:59 AM 7/17/2014

Educators | Missouri Depa

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Educators

Home

Browse Educators

Assessment

The Department is committed to raising expectations for students and improving our assessment system with the goal of preparing every Missouri student for college and career readiness after high school graduation.

Educator Effectiveness

Popular Services

Fingerprint/Background Check Status

Web Applications Login

Start

12:02 PM
7/17/2014

Educator Growth Toolbox

dese.mo.gov/educator-growth-toolbox

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Educator Growth TOOLBOX

A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

Main Office

205 Jefferson St.
Jefferson City, MO 65101
Map

Mailing Address:
P.O. Box 480
Jefferson City, MO
65102-0480

573-751-4212

About Us

Careers
Commissioner of Education
Communications
Organizational Chart
State Board of Education
Vision, Mission, Goals

Resources

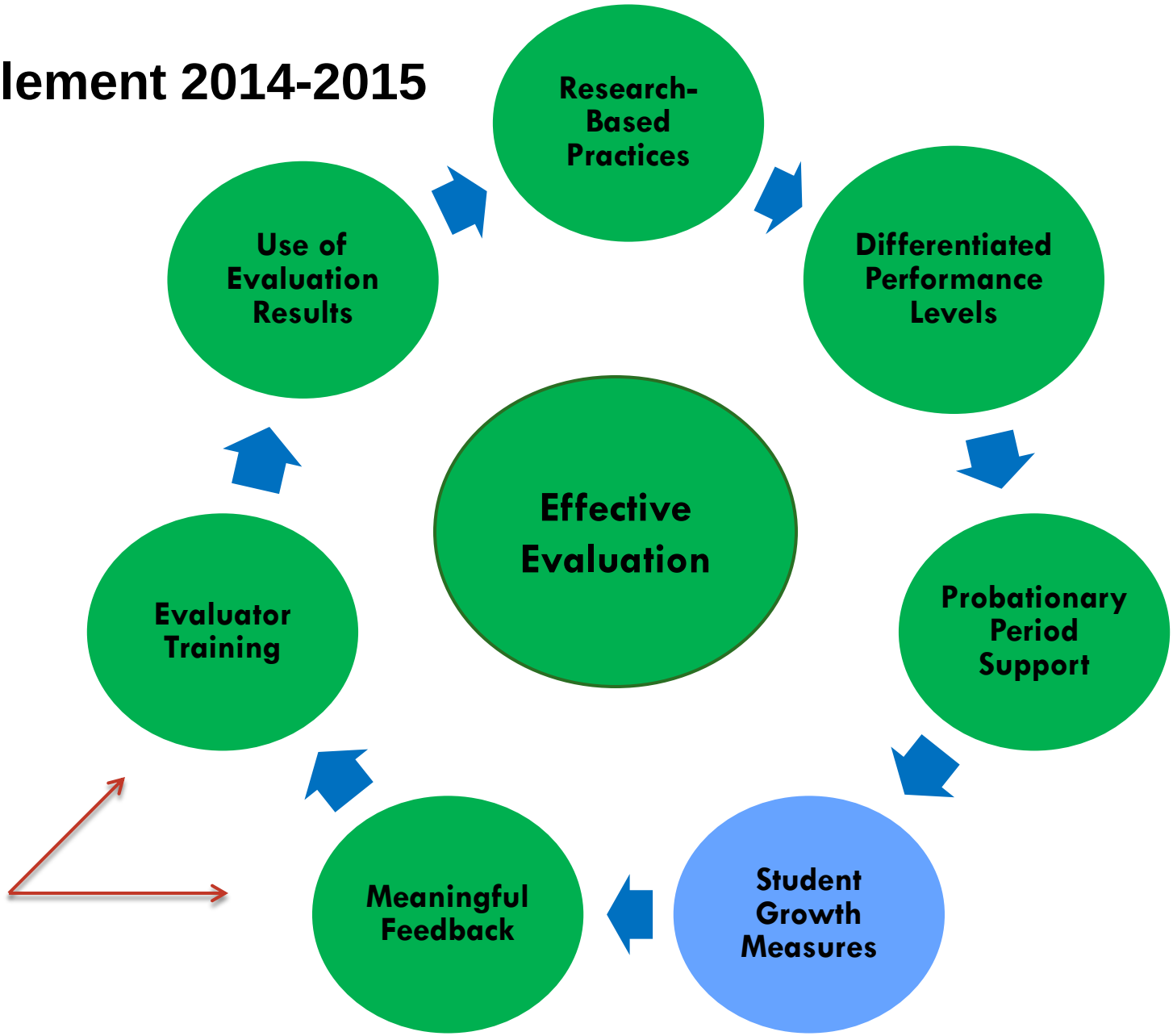
Data Acquisition Calendar
MCDS Portal
Missouri Learning Standards
Top 10 by 20
Web Applications
Employee Email Access

Social Links

Start

8:47 AM
7/12/2014

Implement 2014-2015



Educator Growth TOOLBOX

Observations & Feedback

Guidance

- Guidelines for Evaluator Training
- Guidelines for Meaningful Feedback
- MET-Research for Video Observations
- Module 4 – Evaluator Training and Feedback Materials
- Module 4 – Evaluator Training and Feedback PowerPoint

Training

- Missouri Observation Simulation Tool (MOST) – click here to register for free!
- Regional Training Locations
- Regional Training Dates

Monitoring

- Regional Education Laboratories (REL) Central Study (Coming Soon)
- Core Data - Screen 18a

Essential Principles
Model Evaluation System
Observations & Feedback
Student Growth Data
Surveys
Professional Artifacts
Professional Learning

Start
8:55 AM
7/12/2014

https://www.mlpelevate.com/mosignup.html

Elevate Missouri

MISSOURI OBSERVATION SIMULATION TOOL

Getting The MOST Out Of Missouri Education

Missouri EDUCATION

Can I run this app?
FIND OUT NOW »

Click to learn more!

Welcome to the Missouri Observation Simulation Tool! MOST offers administrators a chance to practice assessing teacher performance in the classroom and providing meaningful feedback based on that assessment.

New User

Email Address:

First Name:

Last Name:

Password:

District: Please Select

Position: Please Select

Need Help logging in?

Register

Returning User

Email Address:

Password:

Forgot Password

Login

MOST

MOST supports districts and LEAs with implementation of the Essential Principles by allowing administrators to do the following:

- Practice observing teacher performance on a specific quality indicator using a bank of short, targeted videos
- Practice assigning a performance rating for each video and giving feedback to the featured teacher
- View a comparison of the assigned performance rating to a Master Score and other scores statewide

Support for Essential Principles ›

Tips for Use ›

FAQs ›

App Store COMING SOON! Android Market

COMPATABILITY: MyLearningPlan® ETS Classroom Video Library

MyLearningPlan | ETS Classroom Video Library

Training Plans

1.1 - Content knowledge an...
In Progress | Discuss | Copy
Evidence to Another Plan

1.1 - Content knowledge an...
In Progress | Discuss | Copy
Evidence to Another Plan

1.2 - Student Engagement
In Progress | Discuss | Copy
Evidence to Another Plan

1.2 - Student engagement
In Progress | Discuss | Copy
Evidence to Another Plan

1.2 - Student engagement
In Progress | Discuss | Copy
Evidence to Another Plan

1.3 - Disciplinary researc...
In Progress | Discuss | Copy
Evidence to Another Plan

1.3 - Disciplinary researc...
In Progress | Discuss | Copy
Evidence to Another Plan

1.4 - Interdisciplinary in...
In Progress | Discuss | Copy
Evidence to Another Plan

2.1 - Cognitive, social, e...
In Progress | Discuss | Copy
Evidence to Another Plan

2.2 - Student goals
In Progress | Discuss | Copy
Evidence to Another Plan

2.4 - Differentiated Lesso...
In Progress | Discuss | Copy
Evidence to Another Plan

2.5 - Prior Experiences, M...
In Progress | Discuss | Copy
Evidence to Another Plan

2.5 - Prior Experiences, M...
In Progress | Discuss | Copy
Evidence to Another Plan

4.1 - Instructional strate...
In Progress | Discuss | Copy
Evidence to Another Plan

4.1 - Instructional strate...
In Progress | Discuss | Copy
Evidence to Another Plan

4.2 - Appropriate use of i...
In Progress | Discuss | Copy
Evidence to Another Plan

4.2 - Appropriate use of i...
In Progress | Discuss | Copy
Evidence to Another Plan

4.3 - Cooperative, small g...
In Progress | Discuss | Copy
Evidence to Another Plan

4.3 - Cooperative, small g...
In Progress | Discuss | Copy
Evidence to Another Plan

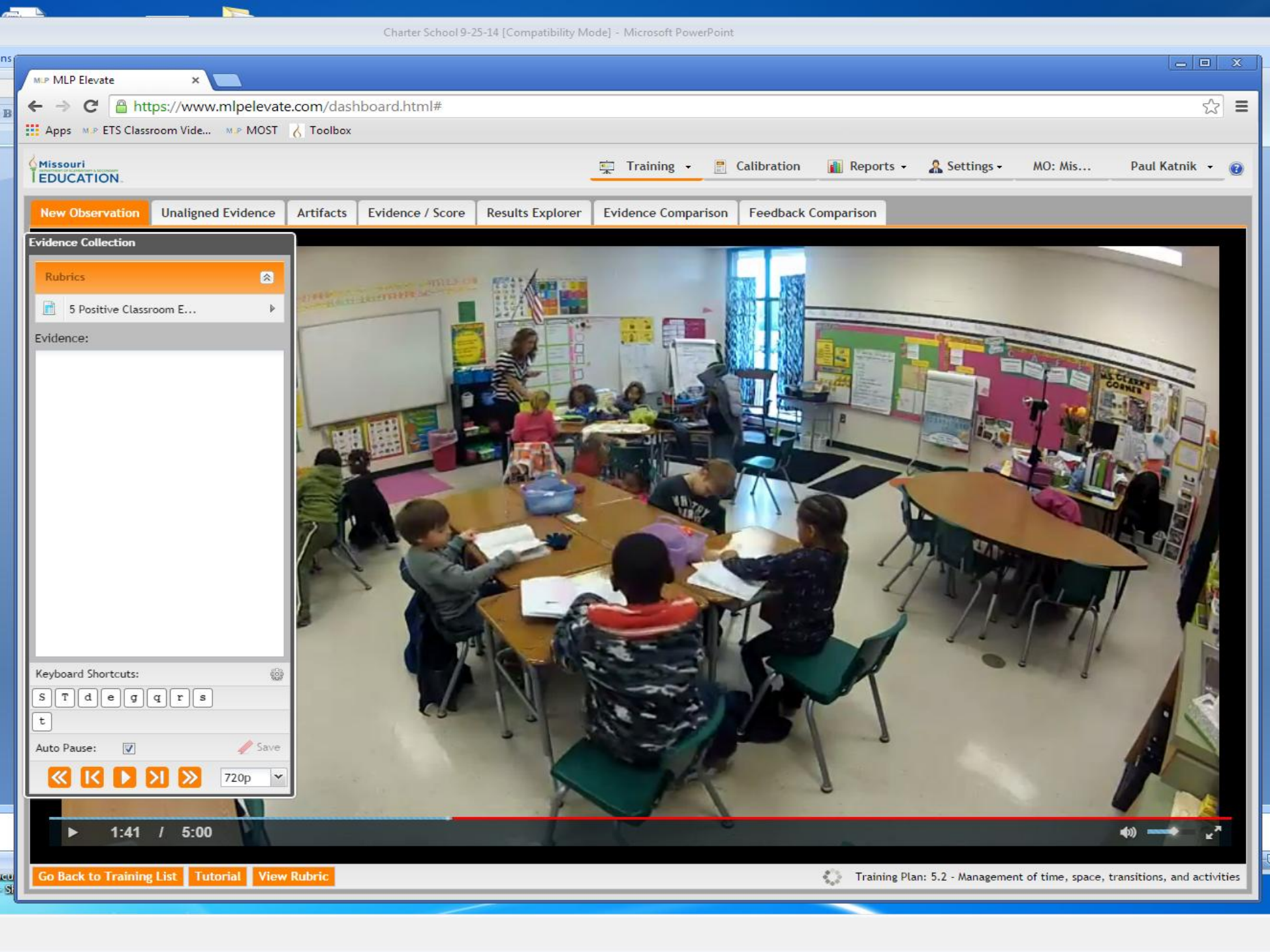
5.1 - Classroom Management
In Progress | Discuss | Copy
Evidence to Another Plan

5.1 - Classroom Management
In Progress | Discuss | Copy
Evidence to Another Plan

5.2 - Management of time, ...
In Progress | Discuss | Copy
Evidence to Another Plan

5.2 - Management of time, ...
Not Yet Started | Discuss

5.3 - Classroom, school, a...
In Progress | Discuss | Copy
Evidence to Another Plan


Charter School 9-25-14 [Compatibility Mode] - Microsoft PowerPoint
MLP Elevate
https://www.mlpelevate.com/dashboard.html#
Apps
ETS Classroom Vide...
MOST
Toolbox
Missouri EDUCATION
Training
Calibration
Reports
Settings
MO: Mis...
Paul Katnik
New Observation
Unaligned Evidence
Artifacts
Evidence / Score
Results Explorer
Evidence Comparison
Feedback Comparison
Evidence Collection
Rubrics
5 Positive Classroom E...
Evidence:
Keyboard Shortcuts:
S T d e g q r s t
Auto Pause:
Save
720p
1:41 / 5:00
Go Back to Training List
Tutorial
View Rubric
Training Plan: 5.2 - Management of time, space, transitions, and activities

MLP Elevate

https://www.mlpelevate.com/dashboard.html#

Apps | ETS Classroom Vide... | MOST | Toolbox

Missouri EDUCATION

Training | Calibration | Reports | Settings | MO: Mis... | Paul Katnik

New Observation | Unaligned Evidence | Artifacts | Evidence / Score | Results Explorer | Evidence Comparison | Feedback Comparison

5.2: Management of time, space, transitions, and activities	Emerging (0)	Emerging (1)	Emerging (2)	Developing (3)	Developing (4)	Proficient (5)	Proficient (6)	Distinguished (7)
	0 of 5 (0%)	1 of 5 (20.0%)	2 of 5 (40.0%)	0 of 5 (0%)	1 of 5 (20.0%)	1 of 5 (20.0%)	0 of 5 (0%)	0 of 5 (0%)

Go Back to Training List | Tutorial | View Rubric

Training Plan: 5.2 - Management of time, space, transitions, and activities

Start

3:26 PM
9/22/2014

https://www.mlpelevate.com/dashboard.html#

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Training Calibration Reports Settings MO: Mis... Master Coder

New Observation | Unaligned Evidence | Artifacts | Evidence / Score | Feedback

Search:

View By: Alignment | Timeline | Evidence | Rationale

Evidence	Component	Time	Type	Score	Feedback	Rationale	Realign	Edit	Delete
5.2 Management of time, space, transitions, and activities				Emerging (2)	Feedback	Edit			
No established routine for transitioning back to seats	New Observation	00:51							
Too much downtime between activities	New Observation	04:22							
Strategies are reactive to student's off-task behavior rather than preventative--could be implemented more effectively	New Observation	04:58							

Export To: Excel | PDF Orientation: Portrait Landscape

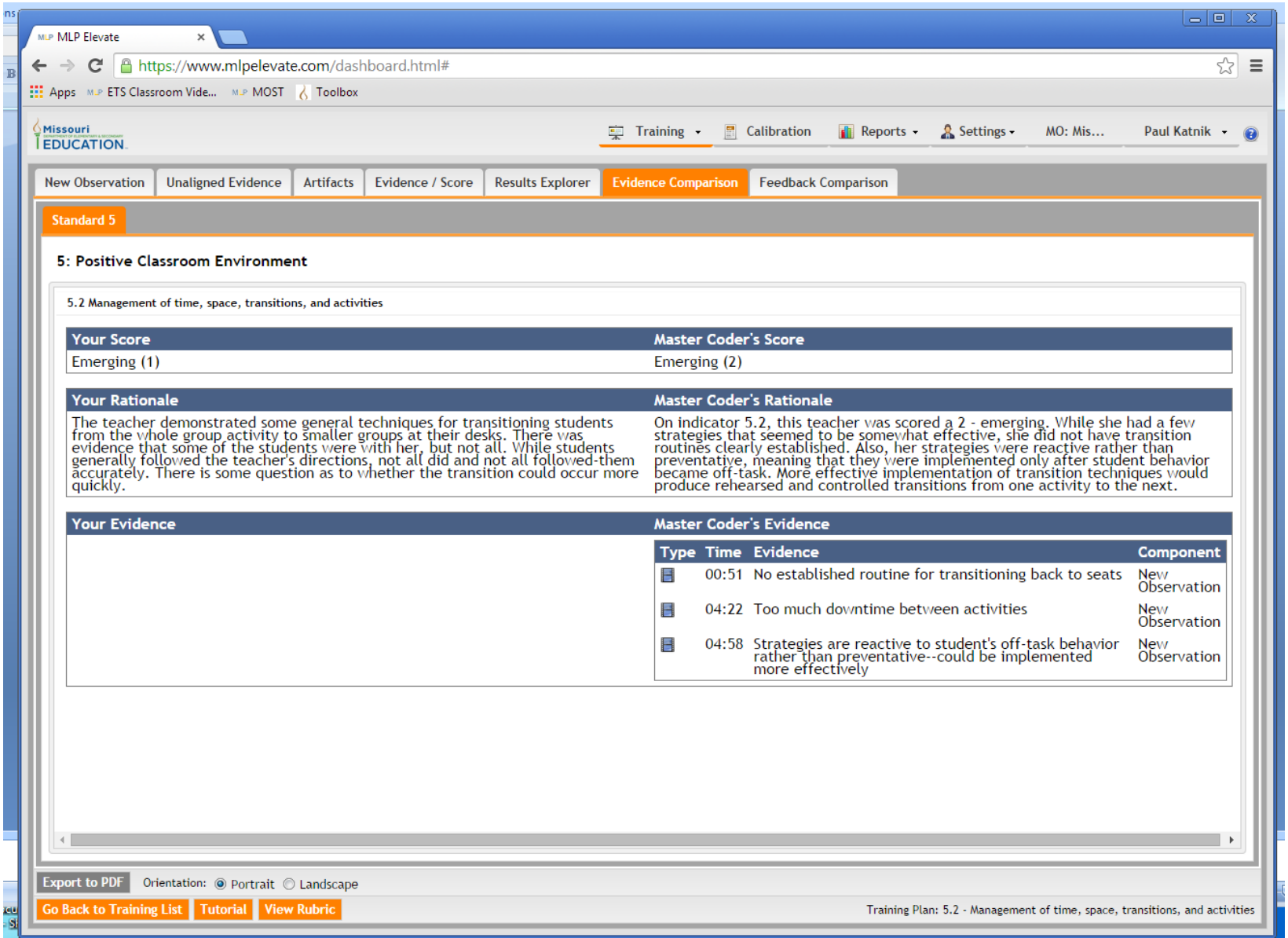
Delete Evidence

Complete

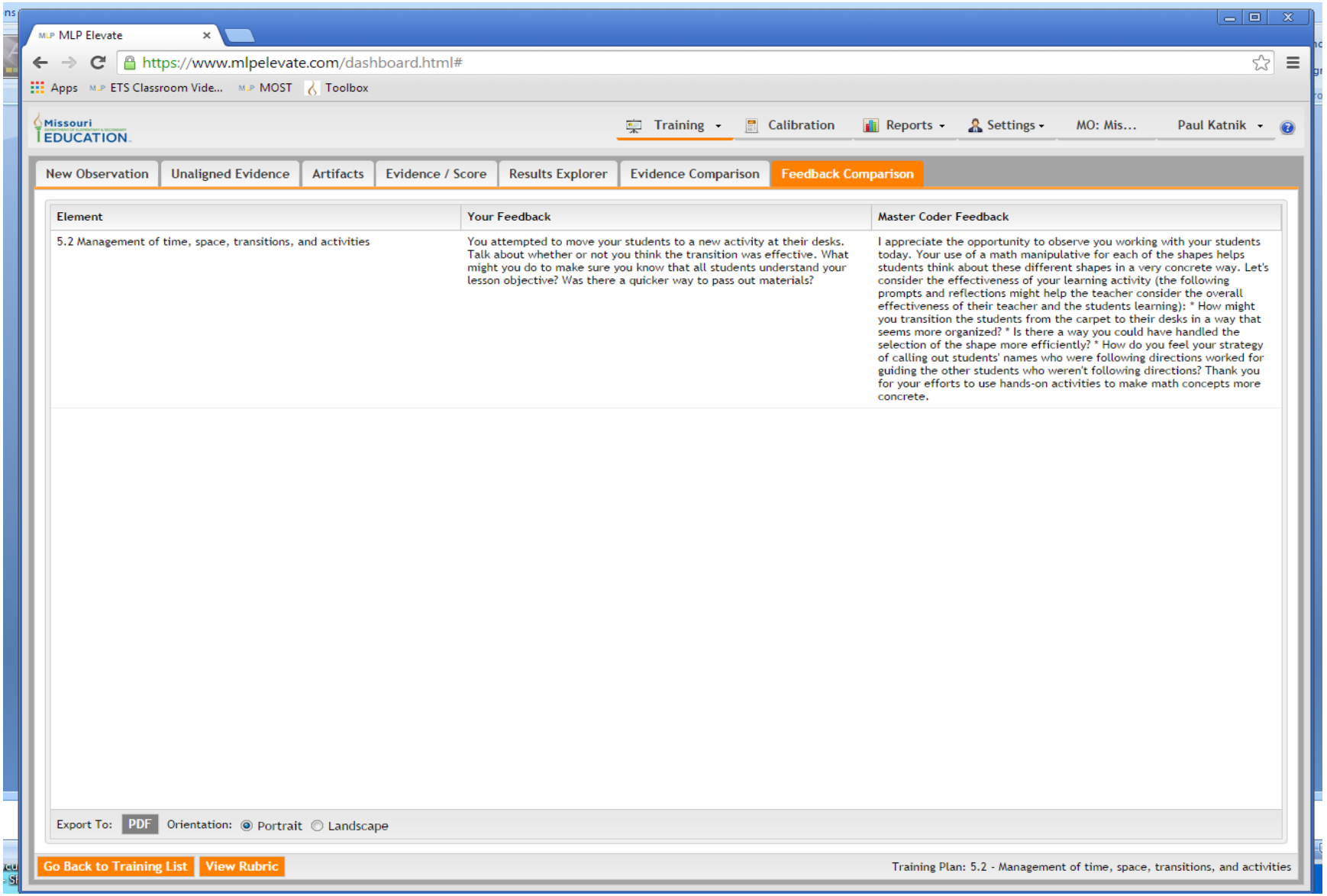
Go Back to Training List | Tutorial | View Rubric

Training Plan: 5.2 - Management of time, space, transitions, and activities

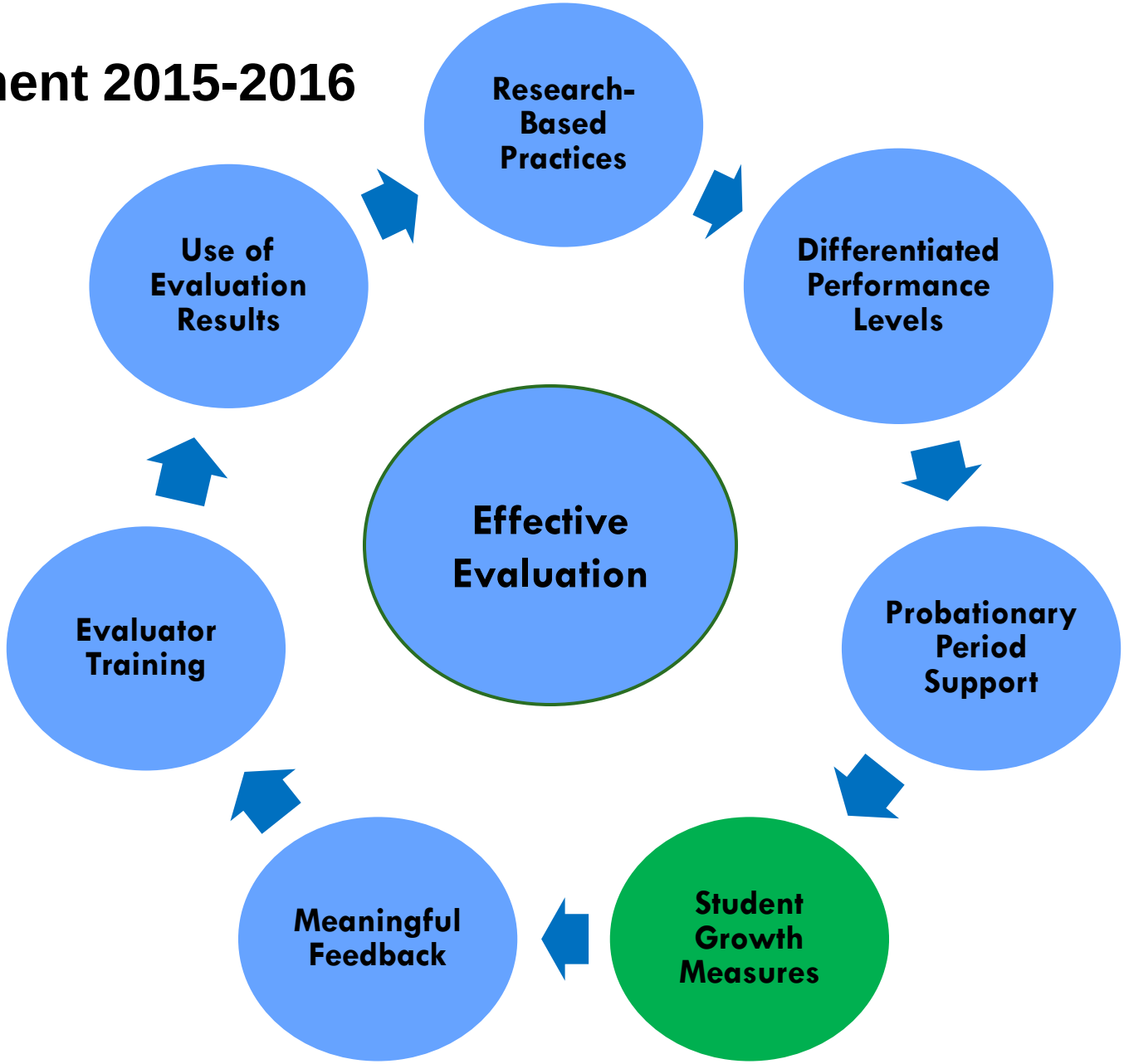
Evidence Comparison



Feedback Tab



Implement 2015-2016



Educator Growth Toolbox

dese.mo.gov/educator-growth-toolbox

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Educator Growth TOOLBOX

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Start

8:47 AM
7/12/2014

Educator Growth TOOLBOX

Student Growth Data

State Assessments -

Guidance

- Using State Assessments
- Module 3 - Student Growth Materials
- Module 3 - Student Growth PowerPoint
- Video: Using State Assessment Data for Educator Evaluation
- State and National Assessment Information
- College & Career Readiness - Assessment

Training

- Student Growth Webinar #1
- Student Growth Webinar #2
- Regional Training Locations
- Regional Training Dates

Monitoring

- Core Data Screen 18a
- Regional Education Laboratories (REL) Central Study (Coming Soon)

Student Learning Objectives (SLOs) +

Data from Portfolios +

Essential Principles
Model Evaluation System
Observations & Feedback
Student Growth Data
Surveys
Professional Artifacts
Professional Learning

Start
8:57 AM
7/12/2014

Student Learning Objectives (SLOs) –

Guidance

- SLO Handbook
- SLO Samples
  - 1st grade Reading
  - 2nd Grade Mathematics
  - 3rd Grade Mathematics
  - 4th Grade Music
  - 7th Grade Comm Arts
  - 8th Grade Art
  - 9th Grade Honors Physics
  - 10th Grade Chemistry
  - High School Spanish I
  - Kindergarten Physical Education
  - Pre-Kindergarten
- SLO Template
- Assessment Approval Checklist
- List of Recommended Assessments
- SLO Approval Checklist
- SLO Progress Tracker
- SLO Scoring Guide
- District Readiness Rubric

Training

- Training Information
- Regional Training Dates
- Regional Training Locations

Monitoring

- Regional Education Laboratories (REL) Central Study (Coming Soon)
- Core Data Screen 18a

Data from Portfolios +

OVERVIEW

What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term goal of academic growth that represents a portion of a teacher's impact on student learning. While the term "SLO" may seem new, the concept is actually a very familiar one in Missouri. Essentially, SLOs represent the process of gathering and analyzing student data, using that data to set student growth goals, and then assessing whether students have met those goals at the end of instruction. What is new about SLOs is that they offer a formalized, collaborative process for using student growth data in evaluations, especially for non-tested grades and subjects.

Why are SLOs Important?

Teaching Practice

The heart of SLOs—setting goals for students and measuring progress towards those goals—is all about good teaching practice. Moreover, using SLOs gives administrators an opportunity to let evaluation results drive professional learning opportunities for teachers.

Faculty Collaboration

Just as importantly, SLOs promote collaboration between teacher and administrator, which brings a sense of ownership to teachers in the overall evaluation process. Moreover, SLOs are non-competitive, which enables greater collaboration among teachers within and across grades and subjects.

Educator Evaluation

Missouri's Essential Principles of Effective Evaluation require that all districts use student growth data as a significant contributing factor in educator evaluations. SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

What are the Challenges?

Administrators should be prepared to answer questions about the fairness of evaluations using SLOs and consider the following points when developing their responses:

- It is less important for student growth to be measured in exactly the same way for all teachers than it is to apply consistent rules about how growth measures should factor into evaluations.
- Rigorous goals for student growth should be a feature of SLOs, but it may take more than one

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Checklist for Selecting Assessments for SLOs

This checklist provides a set of criteria with which to select appropriate assessments for Student Learning Objectives (SLOs). This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements. All boxes should be checked "yes" before an assessment is approved.

Educator Name: _____

Assessment Name: _____

ALIGNMENT TO STANDARDS				
Yes	**Somewhat**	**No**	**N/A**	
				All items in the assessment align to the standard(s) addressed in the SLO
				The assessment measure addresses the full range of topics and skills included in the SLO
				The focus of the assessment mirrors the focus of the curriculum and standards
				The assessment requires students to engage in higher order thinking where appropriate
STRETCH				
Yes	**Somewhat**	**No**	**N/A**	
				The assessment includes items that cover prerequisite knowledge and skills from prior years where possible, and includes content-relevant items for appropriate student populations
				The assessment items cover knowledge and skills that will be of value beyond the school year
VALIDITY AND RELIABILITY				
Yes	**Somewhat**	**No**	**N/A**	
				The assessment includes only grade-level appropriate language or vocabulary
				Items or tasks are written clearly and concisely
				Clear scoring rubrics exist for open-ended questions or performance-based assessments
				A plan for administering baseline, formative, and summative assessments has been developed

Approved by: _____ **Date:** _____

Approval Authority Signature

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EDUCATION

Student Learning Objective Approval Checklist

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective, or SLO. If the SLO adequately addresses all of the listed criteria, it is likely to be a useful form of evidence in the educator's evaluation and a tool for professional growth. It is recommended that all areas in need of revision be addressed prior to approving the SLO.

Educator Name: _____

Approval Authority: _____

Component	Criterion	Approved	Needs Revision
Assessment	Measures growth, gain, or change expected	☐	☐
	Provides the data needed to decide whether the objective is met	☐	☐
	Is reliable, valid, rigorous, and credible	☐	☐
	Is a common assessment if possible (approve if not possible)	☐	☐
Learning Content	Identifies the essential content area	☐	☐
	States the academic concept or skill to be taught	☐	☐
	Aligns with curriculum standards	☐	☐
Interval of Instruction	Clearly states the time students have to reach the goal	☐	☐
	Is appropriate to content complexity	☐	☐
	Is realistic and attainable	☐	☐
	Represents a long enough period to demonstrate desired growth	☐	☐
Population	Identifies the specific population(s)	☐	☐
	Includes a majority of the students	☐	☐
	Conveys an understanding of the population	☐	☐
	Specifies any agreed-upon exceptions	☐	☐
Growth Target	Draws upon baseline data, where available	☐	☐
	Predicts expectation or gain anticipated	☐	☐
	Allows all students to demonstrate growth	☐	☐
	Is rigorous yet realistic for all students in the identified population	☐	☐
Instructional Strategies	Identifies method of instruction or key strategies	☐	☐
	Includes specific interventions where needed	☐	☐
	Are observable or documentable	☐	☐
Rationale	Includes how the objective is connected to student needs	☐	☐
	States how and why the instructional strategies and growth targets are appropriate and rigorous	☐	☐

SLO Approved By: _____ Date: _____

Approval Authority Signature

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Sort Data by Name

Student Learning Objective Progress Tracker

Anticipated # Formative Assessments					4										
Student Name	Status	Pre-test	Custom Growth Target	Growth Target	Formative 1	Formative 2	Formative 3	Formative 4	Formative 5	Formative 6	Formative 7	Formative 8	Formative 9	Formative 10	Post-Test
Amanda Roemmer	On Course	0		60	15	24	17	47							
Barry Sizemore	On Course	10		60	19	33	40	52							
Finneus Clark	On Course	90		95	91	90	91	92							
Hallie Baron	Off Course	21		60	63	52	56	32							
Hilde Geisel	Exceeds Expected Progress	5		60	22	25	51	65							
Iko Takahashi	On Course	23		60	80	51	59	52							
Jillian Mitchell	Exceeds Expected Progress	22		60	70	22	50	59							
Jorge Bustamante	Exceeds Expected Progress	15		60	55	18	43	58							
Karter Fleischmann	On Course	73		90	84	86	88	90							
Kim Cardstock	On Course	33		60	51	41	33	55							
Leslie Poultice	Exceeds Expected Progress	81		90	82	84	87	99							
Liz Brockschmidt	On Course	90		95	100	92	91	90							
Lonnie Fitch	On Course	88		95	95	93	89	94							
Markus Samuelson	Off Course	44		70	29	46	58	59							
Mason Millsworth	Exceeds Expected Progress	13		60	41	27	54	78							
Michael Maddox	On Course	99		95	88	91	75	97							
Nolan Parks	Off Course	63		80	60	64	75	65							
Norte Delgado	Off Course	40		60	45	45	54	44							
Rajesh Singh	On Course	31		60	37	42	41	59							
Sandy McMillian	Off Course	18		60	12	39	54	38							
Scott Flanders	Off Course	43		70	40	45	70	46							
Sommer Westerfield	Off Course	20		60	28	33	31	43							
Tabitha Jones	Off Course	78		90	78	86	81	81							
Tricia Stevens	On Course	75		90	78	76	86	83							
Tristan Smith	On Course	82		90	90	86	86	87							
Valerie Hasser	On Course	40		60	41	42	43	55							

Student Growth Data | Mis
dese.mo.gov/educator-growth-toolbox/student-growth-data
Apps ETS Classroom Vide... MOST Toolbox

- 9th Grade Honors Physics
- 10th Grade Chemistry
- High School Spanish I
- Kindergarten Physical Education
- Pre-Kindergarten

- SLO Template
- Assessment Approval Checklist
- SLO Approval Checklist
- SLO Progress Tracker
- SLO Scoring Guide
- District Readiness Rubric

Training

- SLO Module
  - Facilitator Guide
  - SLO Module Power Point
  - SLO Module Handouts
- Training Information
- Regional Training Dates
- Regional Training Locations

Monitoring

- Regional Education Laboratories (REL) Central Study (Coming Soon)
- Core Data Screen 18a

Data from Portfolios -

Guidance

- Portfolio Handbook
- Portfolio Rubric (Fillable)
- Portfolio Reflection Questions
- Portfolio Reflective Prompts
- K-3 Portfolio Reflection Example

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Using Student Growth Measures in Educator Evaluation

Training for Districts and Charter Schools

The Training

- Prepares districts to use student growth measures in their evaluation systems in accordance with the 7 Essential Principles of Effective Evaluation
- Provides a framework to examine student growth data from all subject areas and grade levels
- Promotes good teaching practice by giving teachers a structure to set goals, measure progress along the way, and reflect on growth
- Encourages collaboration from teacher-teacher, teacher-administrator, and administrator-administrator

2014 – 15 Regional Trainings

What to Expect

- In-depth orientation to the Student Learning Objectives (SLO) process
- Extensive practice using SLO materials and resources developed by the Department and various state and national partners
- Step-by-step assistance implementing SLOs into the evaluation process
- Hands-on practice for administrators and teachers with writing and approving SLOs and analyzing summative scores

Visit www.dese.mo.gov/educator-growth-toolbox for specific locations

Northwest RPDC Meetings
Register: http://www.nwmissouri.edu/rpdc/

Northeast RPDC Meetings
Register: http://rpdc.truman.edu/

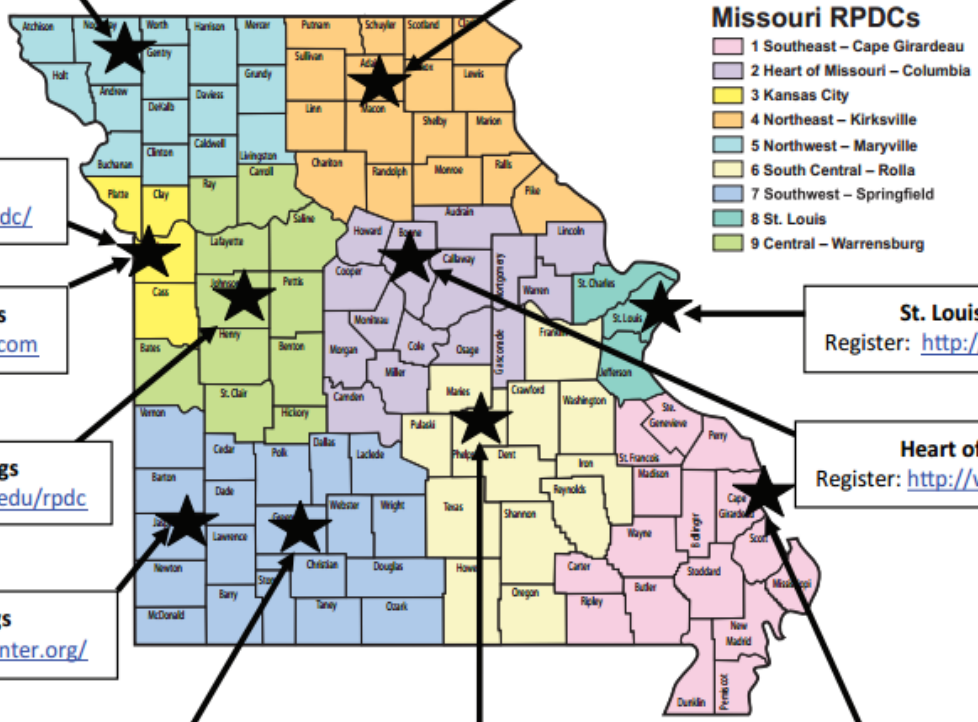
Kansas City RPDC Meetings
Register: http://education.umkc.edu/kcrpdc/

Kansas City PDN Meetings
Register: http://www.pdngkc.com

Central RPDC Meetings
Register: http://www.ucmo.edu/rpdc

Southwest Center Meetings
Register: http://www.southwestcenter.org/

Southwest RPDC Meetings
Register: http://education.missouristate.edu/rpdc/



St. Louis RPDC Meetings
Register: http://www.ucmo.edu/rpdc

Heart of Missouri RPDC Meetings
Register: http://www.heartofmissourirpdc.org/

South Central RPDC Meetings
Register: http://rpdc.mst.edu/

Southeast RPDC Meetings
Register: http://www4.semo.edu/rpdc/

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Office of Educator Quality

2014-2015 Regional Training Dates
Student Learning Objectives (SLOs)

Region 1 – Southeast RPDC

Date	Module	Location
09/26/2014	SLO-I	Southeast RPDC
10/03/2014	SLO-I	Southeast RPDC
10/27/2014	SLO-I	Southeast RPDC
02/16/2015	SLO-II	Southeast RPDC
03/13/2015	SLO-II	Southeast RPDC

Region 2 – Heart of Missouri RPDC

Date	Module	Location
09/25/2014	SLO-I	Heart of Missouri RPDC
10/17/2014	SLO-I	Heart of Missouri RPDC
10/28/2014	SLO-I	Heart of Missouri RPDC
02/03/2015	SLO-II	Heart of Missouri RPDC
02/17/2015	SLO-II	Heart of Missouri RPDC
02/25/2015	SLO-II	Heart of Missouri RPDC
03/09/2015	SLO-II	Heart of Missouri RPDC

Region 3 – Kansas City RPDC

Date	Module	Location
10/15/2014	SLO-I	Kansas City RPDC
11/11/2014	SLO-II	Kansas City RPDC

Region 4 – Northeast RPDC

Date	Module	Location
09/18/2014	SLO-I	Northeast RPDC
10/16/2014	SLO-I	Northeast RPDC
10/24/2014	SLO-I	Northeast RPDC
11/14/2014	SLO-I	Northeast RPDC
01/16/2015	SLO-II	Northeast RPDC
02/13/2015	SLO-II	Northeast RPDC
03/13/2015	SLO-II	Northeast RPDC

Educator Growth Toolbox

dese.mo.gov/educator-growth-toolbox

Apps ETS Classroom Vide... MOST Toolbox

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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Educator Growth TOOLBOX

A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

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Missouri Learning Standards
Top 10 by 20
Web Applications
Employee Email Access

Social Links

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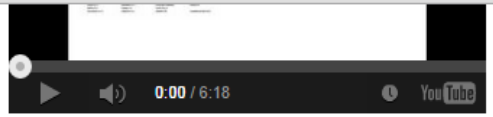

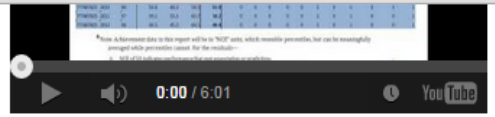

Evaluator Training and Feedback

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Training +

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dese.mo.gov/sites/default/files/Guidance-Document-for-the-Implementation-Rubric.pdf
ETS Classroom Vide... MOST Toolbox

Multiple trainings will be offered during the 2014-2015 school year at 11 locations across the state to assist districts/LEAs in learning the process of gathering student growth data as well as strategies for incorporating this data into an educator evaluation process.

Aligning to the Essential Principles

Rubric

Policy Data

Practice Data

Overall Rating

Action Steps

1. The Effective Evaluation Implementation Rubric

The Missouri Department of Elementary and Secondary Education, in partnership with the Regional Educational Laboratory at Marzano Research Laboratory, developed the Effective Evaluation Implementation Rubric. This tool is designed to assist public school districts/LEAs in determining the extent to which their local evaluation process aligns to the Essential Principles of Effective Evaluation. Alignment is determined by collecting and analyzing two bodies of data: policy data and practice data. The rubric generates a rating based on the evidence found in policy and another rating based on evidence found in actual practice. Combining the policy data rating and the practice data rating generates an overall alignment rating for each of the seven principles.

2. Policy Data

Policy data include information taken from policy documents, manuals, regulatory guidelines or other documents that describe a district/LEA's evaluation system. The information provided in these documents describes the process used to evaluate teachers and leaders in the district/LEA. Using the criteria provided in the rubric, policy documents are reviewed to determine the extent to which the local evaluation system aligns to each of the seven Essential Principles. The rubric generates one of the following policy data ratings based on criteria listed for each of the seven principles:

Fully Met: description indicates that all of the policy criteria are present

Partially Met: description indicates that a majority of the policy criteria are present

Not Met: description indicates that less than a majority of the policy criteria are present

Missouri Department of Elementary & Secondary Education

MO DESE Effective Evaluation Implementation Rubric

Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.			
Indicators		**Criteria**	**Criteria met?**
Educator performance targets are research-based and proven. Performance targets align to appropriate state and national standards. Performance targets articulate essential practices. Performance targets are clearly articulated. Performance targets of the educator link to improvements in student learning.	Policy Documents	The district has adopted one of the following models or a model based on the state standards: the Missouri State Model, Danielson Model, Marzano Model, Network of Effective Educators (NEE/MU) Model If district is using a district developed model, or another model, the district: - cites research and theory used in developing performance targets in their evaluation documents. - has a crosswalk or alignment study that shows alignment between district standards and national or state teacher or leader standards. - has a crosswalk or alignment study that some of the performance targets have high effect sizes. - district documents demonstrate that a majority of the districts' teacher and leader performance targets include links to student evidence	**Fully Met** – using listed model or district model that meets all criteria **Partially met** – using district model that meets the majority of criteria **Not met** – district model that does not meet the majority of criteria
	Practice Data from Surveys	The majority of survey respondents on each survey agree or strongly agree with the following statements: - The teacher/principal evaluation rubrics/growth guides clearly define what is expected of me as a teacher/principal. *(Teacher [Question 1a] and Principal [Question 1a] surveys)* - The teacher/principal evaluation rubrics/growth guides are appropriate for my position. *(Teacher [Question 1c] and Principal [Question 1c] surveys)* - The teacher evaluation system is fair to teachers in all classrooms, content and grade levels. *(Teacher survey [Question 1e])* I have improved my practice as a result of the teacher/principal evaluation system *(Teacher [Question 1g] and Principal [Question 1f] surveys)* - The teacher evaluation rubrics/growth guides available to me are appropriate to all of the positions that I evaluate. *(Principal survey [Question 7b])*	**Fully Met** – meets all practice criteria **Partially met** – meets the majority of practice criteria **Not met** – does not meet the majority of practice criteria
Overall Principle 1 Rating		***Fully Met*** *– meets policy and practice criteria*	***Partially met*** *– meets or partially meets either policy or practice criteria*	***Does not meet*** *– does not meet policy nor practice criteria*

Principle 6: Standardized, periodic training is provided for evaluators to ensure reliability and accuracy			
Indicator		**Criteria**	**Criteria met?**
Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state. Training includes conducting observations focused on the quality of instruction. Assessing student data, analyzing artifacts, and interpreting survey information occur. Time for the effective delivery of meaningful feedback is incorporated. Training is offered both initially and periodically to those who evaluate educator performance.	Policy Documents	District requires evaluators to use the components of the MOST System on a regular basis. If not, district requires evaluator training on a regular basis that includes the following: - procedures for insuring inter-rater reliability - providing effective feedback - assessing student data - analyzing artifacts - interpreting survey information - opportunities for evaluators to demonstrate and practice evaluation skills including observations and providing feedback	**Fully Met** – using the components of the MOST System or district documents describe a system of evaluator training meeting all criteria **Partially met** – District documents describe a system of training meeting the majority of criteria **Not met** – District documents do not describe a system of training or less than a majority of criteria were met
	Practice Data from Surveys	The majority of survey respondents on each survey agree or strongly agree with the following statements: - I have been assessed on my ability to reliably and accurately evaluate teachers. (*Principal survey [Question 9b]*) - My district provides standardized training on the teacher evaluation system for all evaluators. (*Principal [Question 9a] and District Administrator [Question 1i] surveys)* The following topics were included in principal training on the teacher evaluation system (*Principal [Question 10] and District Administrator [Question 2] surveys):* o procedures for ensuring inter-rater reliability o providing effective feedback o assessing student data o analyzing artifacts o interpreting survey information o opportunities for evaluators to demonstrate and practice evaluation skills including observations and providing feedback	**Fully Met** – meets all practice criteria **Partially met** – meets the majority of practice criteria **Not met** – does not meet the majority of practice criteria
Overall Principle 6 Rating		***Fully Met*** *– meets policy and practice criteria*	***Partially met*** *– meets or partially meets either policy or practice criteria*	***Does not meet*** *– does not meet policy nor practice criteria*

Teacher Survey

Teacher Evaluation System

1) Please rate your level of agreement with the following statements about your district's teacher evaluation system.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1a. The teacher evaluation rubrics/scoring guides clearly define what is expected of me as a teacher.	☐	☐	☐	☐	☐
1b. The teacher evaluation rubrics/scoring guides clearly describe what I need to know and do to earn each rating score.	☐	☐	☐	☐	☐
1c. The teacher evaluation rubrics/scoring guides are appropriate for my position.	☐	☐	☐	☐	☐
1d. The teacher evaluation rubrics/scoring guides provide a clear path for improving my practice.	☐	☐	☐	☐	☐
1e. The teacher evaluation system is fair to teachers in all classrooms, content areas, and grade levels.	☐	☐	☐	☐	☐
1f. The results from the teacher evaluation system are used to recognize or reward effective teachers.	☐	☐	☐	☐	☐
1g. I have improved my practice as a result of the teacher evaluation system.	☐	☐	☐	☐	☐

Student Growth in Teacher Evaluation

2) Please rate your level of agreement with the following statements about your district's plans for incorporating student growth in teacher evaluation.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
2a. I believe that the student growth measures that I will be evaluated on reflect my contribution to student learning.	☐	☐	☐	☐	☐
2b. My impact on student growth is a significant part of my evaluation.	☐	☐	☐	☐	☐
2c. My district has defined what it means for student growth to be a significant contributing component in our teacher evaluation system.	☐	☐	☐	☐	☐

Principal Survey

Principal Evaluation System

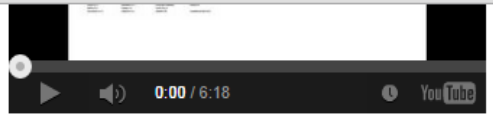
1) Please rate your level of agreement with the following statements about your district's principal evaluation system.

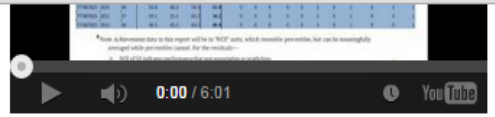
	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1a. The principal evaluation rubrics/scoring guides clearly define what is expected of me as a principal.	☐	☐	☐	☐	☐
1b. The principal evaluation rubrics/scoring guides clearly describe what I need to know and do to earn each rating score.	☐	☐	☐	☐	☐
1c. The principal evaluation rubrics/scoring guides are appropriate for my position.	☐	☐	☐	☐	☐
1d. The principal evaluation rubrics/scoring guides provide a clear path for improving my practice.	☐	☐	☐	☐	☐
1e. I am evaluated on whether I provide feedback to teachers each year.	☐	☐	☐	☐	☐
1f. I have improved my practice as a result of the principal evaluation system.	☐	☐	☐	☐	☐

Student Growth in Principal Evaluation

2) Please rate your level of agreement with the following statements about your district's plans for incorporating student growth in principal evaluation.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
2a. I believe that the student growth measures used in my evaluation reflect my contribution to student learning.	☐	☐	☐	☐	☐
2b. My impact on student growth is a significant part of my evaluation.	☐	☐	☐	☐	☐
2c. My district has defined what it means for student growth to be a significant contributing component in our principal evaluation system.	☐	☐	☐	☐	☐
2d. Our district approves student assessments that will be used in the principal evaluation system to measure student growth.	☐	☐	☐	☐	☐





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Effective Evaluation Implementation Summary Report

Overall Rating by Principle

Rating	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6	Principle 7
Fully Met	○	○	○	○	○	○	○
Partially Met	○	○	○	○	○	○	○
Not Met	○	○	○	○	○	○	○

Rating by Policy and Practice with Action Steps

Principle	Policy				Practice			
	Not Met	Partially Met	Fully Met	Action Steps	Not Met	Partially Met	Fully Met	Action Steps
1	○	○	○		○	○	○	
2	○	○	○		○	○	○	

Contact Us

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